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ABSTRACT

This quinmester curriculum guide for grades 10-12 provides a framework for studying ancient history through medieval history. Emphasis is upon examining the formation and evolution of Western Civilization and considering the political, philosophical, and cultural impact that these periods exerted in the past and how they affect the present. How ethical values, originating in these ancient cultures, shaped and contributed to modern society are investigated. Students will recognize that both political ideals and democratic concepts were Hellenistic contributions. Historical content is examined through the use of inquiry, critical thinking, and problem solving techniques. Four units are: 1) Civilization of Ancient Greece; 2) Civilization of Ancient Rome; 3) Rise of Christianity; and, 4) Medieval Period. A bibliography is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SO 002 970

THE DEVELOPMENT OF EUROPE: 1000 B.C. - A.D.

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SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS

1

DIVISION OF INSTRUCTION • 1971

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THE DEVELOPMENT OF EUROPE: 1000 B.C. - 1000 A.D.

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by

Joan Henkel

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: THIS COURSE EXAMINES THE FORMATION AND EVOLUTION OF WESTERN SOCIETY AND INCLUDES THE ERAS OF THE GREEKS AND ROMANS, AND THE EMERGENCE OF MEDIEVAL EUROPE. CONTRIBUTIONS OF THESE PERIODS IN POLITICS, PHILOSOPHY, ARCHITECTURE, AND LITERATURE ARE CONSIDERED.

CLUSTER: World History
GRADE LEVEL: 10-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: Prior experience in World History recommended but not required.

COURSE RATIONALE: THIS COURSE SHOULD CONVEY AN UNDERSTANDING THAT GREEK, JUDEO-CHRISTIAN AND ROMAN VALUES WHICH ORIGINATED IN THESE ANCIENT CULTURES, HAVE SET THE STANDARDS BY WHICH MOST WESTERN NATIONS MEASURE THEIR SOCIAL, POLITICAL AND ECONOMIC SYSTEMS TODAY.

ALTHOUGH IN A COURSE OF THIS NATURE HISTORICAL CONTENT SHOULD BE STRESSED, EMPHASIS HAS ALSO BEEN PLACED ON INQUIRY, APPLYING CRITICAL THINKING SKILLS AND THE PROBLEM SOLVING PROCESS OF EVALUATING AND INTERPRETING INFORMATION AND IN DRAWING CONCLUSIONS.

COURSE GOALS:

1. DEMONSTRATE AN AWARENESS THAT OUR MODERN SOCIETY IS SHAPED BY THE RESPECT FOR THE DIGNITY OF THE INDIVIDUAL FROM THE DEMOCRATIC IDEAL OF ANCIENT GREECE.

2. EXAMINE HOW THE WESTERN BELIEF IN THE RULE OF LAW IS BUILT ON FOUNDATIONS LAID BY THE ANCIENT ROMANS.

3. IDENTIFY FACTORS CAUSING THE DECLINE AND FALL OF THE ROMAN EMPIRE.

4. RECOGNIZE THAT MANY OF TODAY'S RELIGIOUS ETHICS ORIGINATE FROM THE JUDEO-CHRISTIAN HERITAGE OF ANCIENT TIMES.

5. ANALYZE MEDIEVAL FEUDALISM-THE REASON WHY IT CAME INTO BEING AND WHY IT EVENTUALLY FAILED.

6. WHEN GIVEN EXAMPLES OF ART, LITERATURE AND ARCHITECTURE ENDURING TODAY, IDENTIFY THE CULTURE FROM WHICH THEY ORIGINATE.

7. INVESTIGATE THE LIVES AND PHILOSOPHIES OF INFLUENTIAL PEOPLE OF THE PERIOD, SUCH AS ALEXANDER THE GREAT, JULIUS CAESAR, ARISTOTLE, PLATO AND ARCHIMEDES.

8. CITE EXAMPLES OF DEMOCRACY AND NON-DEMOCRACY WHEN GIVEN SELECTED CHARACTERISTICS OF ANCIENT CULTURES.

9. USE TIME LINES TO DEVELOP A COMPREHENSIVE TIME FRAMEWORK WITHIN WHICH TO RELATE HISTORICAL EVENTS.

10. DRAW INFERENCES FROM DATA PRESENTED BY USING VARIOUS TYPES OF MAPS AND GLOBES.

COURSE CONTENT OUTLINE:

I. Civilization of Ancient Greece

A. Growth of City States

1. Athens vs. Sparta
2. Early concepts of democracy
3. Relevance to today: comparison ancient Athens democracy to U.S.
4. How fighting the Persians united the two leading city states

B. Age of Pericles

1. Many kinds of individuals help civilization reach high degree of achievement
2. Greek achievements in arts
3. Influential personalities
4. Architecture, inventions, science, philosophy thrives

C. End of Greek Freedom

1. Weakened by Peloponnesian War
2. Why was Philip of Macedon able to conquer city states?
3. Was Alexander Great?

D. Hellenistic Age

1. Cultures change with Greek influence
2. People have no part in government
3. Great discoveries, inventions
4. Philosophy: Epicurean or Stoic?

II. Civilization of Ancient Rome

A. Establishment of Republic

1. Patricians overthrow Etruscans
2. Organization of Republic
3. Plebians strive for equal rights
4. Twelve Tables

B. Conquest of Other Lands

1. Affect of Punic Wars
2. Civil War weakens Republic
3. Julius Caesar's rise to power
4. Leaders in conflict

C. The Roman Empire

1. Augustus - first emperor
2. How held together during Pax Romana
3. Influence Roman Law on today's legal principles

D. Decline of Roman Civilization

1. Factors causing decline
2. Division into Eastern and Western Empire
3. Rise of the Germanic tribes

III. Rise of Christianity

A. Significance - birth of Jesus
B. Christianity triumphs over persecution
C. Edict of Milan
D. Nicene Creed strengthens Christianity

1. Charlemagne
2. Holy Roman Empire
3. Byzantine

IV. Medieval Period

A. Feudalism

1. What conditions caused it to develop?
2. Influence of Christianity
3. Fixed classes of people in manorial system

COURSE CONTENT OUTLINE (cont)

B. Knighthood and chivalry

C. Comparison Guilds and labor unions

NOTE TO TEACHER: You might wish to include items B. and C. under Medieval Period even though the course ends with 1000 A.D.

GOAL: THE STUDENT WILL DEMONSTRATE AN AWARENESS THAT OUR MODERN SOCIETY IS SHAPED BY THE RESPECT FOR THE DIGNITY OF THE INDIVIDUAL FROM THE DEMOCRATIC IDEAL OF ANCIENT GREECE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Origin of Democracy - Humanism philosophy of the ancient Greek civilization	A. The student will examine the differences between the leading city states.	1. Make a map showing location of various city states. Explain how geography can influence ways of living. 2. Compare Sparta and Athens under the following captions: Government, Customs, Education, Classes of People 3. Organize a class debate with the students divided into 2 opposing camps - one group is to speak as actual residents of Athens, the other as citizens of Sparta 4. Questions for discussion: a) How can you explain Sparta's lack of progress in literature, architecture, art and science and Athens progress in these areas? b) What are the advantages of a free society as opposed to a totalitarian one and vice-versa? (analogy: Athens-Sparta; Democracy-Communism)
	B. The student will define what is meant by Humanism*.	*Humanism is a philosophy emphasizing the dignity and worth of man and his ability to develop his natural talents fully through the use of reason. 1. Write the definitions of Humanism and democracy on the chalkboard. Lead a discussion on whether the concept of democracy today is based on the philosophy of Humanism. (Relate the two terms.) 2. Teacher will list ways in which Athenians differed from other ancient cultures around Greece in their beliefs about human beings. Source: Living World History (Scott Foresman) Students will discuss possible causes and effects of the diverse attitudes and form generalizations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Read several Greek myths and summarize orally. Analyze qualities of the gods that Greeks aspired to. 4. Or show filmstrip, Mythology is Alive and Well (Guidance Associates). Supplemental pupil resource: Paperback edition, Greek Gods and Heroes (Graves, Robert)* *NOTE: All references in activities listed in material section. 5. Discuss the influence this philosophy would have on government, customs, education, class structure, art. Were the Athenians' actions consistent with their philosophy?
Age of Pericles - Golden Age of Greece	C. The student will identify Greece's cultural gifts and achievements.	1. Research and give oral reports on Athenians who made significant contributions to western literature, architecture, history and philosophy (e.g. Building of Parthenon: Aeschylus, Sophocles, Euripides, Aristophanes, Phidias, Herodotus, Socrates, Thucydides, Aristotle, Plato, Demosthenes). 2. NOTE: All teachers should have at least one copy of The Shaping of Western Society (Holt). Read Pericles' oration to Athenians, "Pericles in Praise of Athens" (page 39). Discussion: What are the characteristics, values and political and social systems Pericles describes in his speech?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Show films: After vewing films ask students to write a paragraph on which contribution they feel is most important and support reason. Classical Greece: Aristotle's Ethics: The Theory of Happiness (Catalog number 1-31201) Classical Greece: Athens: The Golden Age (1-31197) Classical Greece: Greek Lyric Poetry (1-30920) Classical Greece: Plato's Apology: The Life and Teaching of Socrates (1-31195) 4. After viewing the filmstrip Our Heritage from Ancient Greece (Harcourt-Brace) students will list political concepts and cultural achievements that still endure. Teacher will guide discussion to courses and effects of these concepts and cultural achievements and help students form generalizations on why they are "vital" today. 5. Collect pictures of or make illustrations of Greek architecture and sculpture that originated during the Golden Age. (NOTE: Catalog numbers from Instructional Materials Catalog, Dade County Public Schools, Miami, Florida)
End of Greek Freedom	D. Student will analyze causes of the weakening of city states.	1. Make two headings: Independent City-States and United States. Give advantages and disadvantages if any.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Class discussion question: Possible outcome if after the Civil War in the United States, our country had been attacked by a strong, foreign power. (Analogy: After Peloponnesian War, Philip of Macedon conquers city states.) Alternate Reading: The Will of Zeus (Dell Paperback) Origins of Hellenic culture to death of Alexander
	E. Student will examine the empire of Alexander the Great	1. To get an idea of the size of Alexander's empire, find a map with a scale of miles and measure longest east-to-west and north-to-south distance. Then compare this land area in size with that of U.S. Source: Examine several of the texts listed in materials section. Living World History or The Human Achievement Also, send students to library to research this topic.
		2. Class debate: "Was Alexander Great?" Choose a panel of four to represent positive and negative sides. Have class vote on winning side.
		3. Play record: Alexander the Great (4-40379) (Dade County Instructional Materials Catalog)
		4. Identify reasons why Alexander would spread Greek civilization rather than Macedonian.
		5. Name at least six modern countries which are in the area of Alexander's Empire and compare a map of Alexander's empire with a modern map of the area.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Assign several students to investigate, through library research what, if any, cultural effects Alexander's Empire has had upon these modern nations.
Hellenistic civilization - Greek Culture spreads	F. Student will cite examples of how changes took place in men's ways of thinking and of doing things.	1. Question for research: How did geography contribute to the progress of Greek culture and of Hellensitic culture? Send students to library to search for information. 2. Debate: During the Hellenistic Age, which city would be a better place to live in, Alexandria or Athens. Divide the class into two groups, each representing one of the cities. 3. Possible questions for class discussion: a. How did the Greek subjects of the Hellenistic kingdoms ideas of democracy change? b. What makes a civilization great and enduring?
	G. Student will identify the two important schools of Greek philosophy of the Hellenistic Age: Epicureanism and Stoicism.	1. Define the word "stoic" as used today. Write a paragraph telling how this relates to the followers of Zeno who were called Stoics? 2. Explain how some followers of Epicureanism misinterpreted the philosophy to mean,"Eat, drink and be merry!" 3. Debate: Which philosophy has greater appeal in the United States today - Epicurean or Stoic?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Student volunteers might role-play a discussion between Epicureans and Stoics as they attempt to convert each other.
	H. Student will gather data on Greeks who achieved eminence in science, mathematics, geography and astronomy.	1. Divide the class into four sections according to interests and have each group prepare an oral report or demonstration in each of these categories: Science, Mathematics, Geography and Astronomy discoveries of the Hellenistic Period. 2. Make a time line for the Greek Civilization choosing key events to illustrate. Students may make individual time lines and use the best one in class for a layout for a long strip wall time line.

GOAL: THE STUDENT WILL EXAMINE HOW THE WESTERN BELIEF IN THE RULE OF LAW IS BUILT ON FOUNDATIONS LAID BY THE ANCIENT ROMANS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Establishment of Roman Republic	A. Student will recognize how concepts of law originated in the Roman civilization.	1. Differentiate between patrician and plebian classes. Have student write a paper stating chief characteristics of each class. 2. Trace the steps by which the plebians gained power within the republic. Made a list of their accomplishments in time sequence. (See: <u>The Human Achievement</u>) 3. Make a diagram showing the governmental structure of the Republic. 4. Keep a history notebook of important vocabulary. Some terms to define: consul, dictator, Senate, Roman Assembly, veto, tribunes, imperator, despotism. 5. Make a chart of English words we use today that are of Latin origin or have the Latin or foreign language teacher in your school talk to this point. 6. Role-playing. Dramatize the first time laws were written for all to see on the Twelve Tablets (or Twelve Tables) and set up in the marketplace. Include reactions of people of different classes to the event. 7. Show film, <u>Debt to the Past: Government and Law</u>, 18'C #1-1070
Roman conquest of other lands	B. Student will cite evidence of the weakening of the Republic	1. Under three major headings answer the following questions: <u>Punic Wars</u> | <u>Civil Wars</u> | <u>Julius Caesar</u> a. What changes did this bring about? b. In what ways did it help the progress of Rome? c. In what ways did it hinder Rome's progress? (For student sources see: <u>The Human Achievement</u> or <u>Living World History</u>.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Make a map and trace the journey of Hannibal from Carthage to the northern part of the Italian peninsula. 3. Show film: Caesar, Julius: Rise of the Roman Empire (1-31014) Ancient Rome (1-05152) 4. Reenact the murder of Caesar as described in Act III, Scene 1 Shakespeare. 5. Play record: Julius Caesar (4-40379)
	C. Identify leaders in conflict.	1. Debate with one student taking each side: a. Supporters of the Senate versus populares b. Marius versus Sulla c. Caesar versus Pompey d. Octavian versus Antony (Source: Living World History and The Human Achievement) 2. After reading from recommended texts on the Gracchi brothers, student will cite comparisons between the situation of the Gracchi brothers and the issue of Civil Rights in U. S. today. 3. Discussion: To what extent do you think Julius Caesar was responsible for the failure of the Roman Republic? 4. Book Report: Some students might be interested in reading Pillar of Iron by Taylor Caldwell and reporting it orally to the rest of the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Roman Empire	D. Student will investigate how Octavian became supreme ruler of Rome.	1. List step-by-step Octavian's rise to power on the chalkboard. 2. Explain why it is difficult for two strong rulers such as Octavian and Antony to share absolute power. (See: Living World History) 3. Discussion: What was Cleopatra's influence on Antony and what was the final outcome of the romance on Octavius, the Triumvirate and Egypt?
	E. Student will describe the Pax Romana.	1. Draw a time line of Roman events and place the years of the Pax Romana on it. (See: The Human Achievement) 2. List the accomplishments and achievements that occurred during the "time of peace" in art, architecture, literature and engineering. 3. View filmstrip: Our Heritage from Ancient Rome (Guidance Associates). 4. On overhead projector show World History transparencies: Greco-Roman Civilization (2-30103)

GOAL: THE STUDENT WILL IDENTIFY FACTORS CAUSING THE DECLINE AND FALL OF THE ROMAN EMPIRE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Decline and Fall of Roman Empire (Western) (Multiple Causation)	A. Student will recognize reasons for collapse of Western Roman Empire.	1. Student will discover that no one cause brought about the downfall of Rome by listing at least "Signs of Trouble" in the Empire. Explain how each helped Rome to its decline. 2. Some of the more proficient readers may wish to read as an outside selection: The Decline and Fall of the Roman Empire by Edward Gibbon (Available in paperback) 3. Define and give examples from the last century of the Western Roman Empire of revolution, anarchy, tyranny, corruption and oppression.
	B. Student will identify lands encompassed in Eastern and Western Roman Empire.	1. Make a map of the Roman Empire showing lands of Eastern and Western divisions and the new capital of the east, Constantinople. 2. Make a large wall map showing the routes of the Germanic tribes and be prepared to discuss their influence on the Roman Empire. 3. Why is 476 A.D. a key date in World History? 4. Which would have been a better place to live, Rome or Constantinople? Support your position.
	C. Student will compare Roman legal principles to those of the United States government today.	1. Teacher reads to class from The Shaping of Western Society (Holt): a. "Law and the Roman Empire" p. 47 b. "The Justinian Code" p. 48 2. Discussion: How are Roman legal principles similar to those of the United States today?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Tell how the Emperor Justinian helped to untangle Roman Law. 4. Write a paper on what you consider the most significant point in the Justinian Code.

GOAL: THE STUDENT WILL RECOGNIZE THAT MANY OF TODAY'S RELIGIOUS ETHICS ORIGINATE FROM THE JUDEO-CHRISTIAN HERITAGE OF ANCIENT TIMES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Rise of Christianity	A. Student will recognize that many of today's religious ethics and morals originate from Judeo-Christian heritage of ancient times.	1. Read to the class from <u>The Shaping of Western Society</u> (Holt). a. "God Gives His Laws to the Jews" p. 44 b. "The Judeo-Christian Heritage" p. 43 c. "Jesus Preaches His Message" p. 45 Discuss critically: a. What moral principles are contained in God's laws to Moses? b. Which of these principles are still followed by most of society today? c. What is your definition of a good man according to these principles? d. What are the differences and similarities between the moral principles of Jesus and early Jewish principles? e. How do Christian principles differ from Greek humanism? f. Why did it take over three hundred years after Christ's birth before Christianity was made the official religion of the Roman Empire? 2. Make a time line showing important religious dates B.C. and A.D. Make the birth of Jesus a key date and state the literal translation of A.D. 3. Define and state significance of Nicene Creed, Old and New Testaments, Petrine Theory, Edict of Milan. 4. Have students choose either Judaism or a Christian sect (their own religion or one which interest them) and write a paper explaining its origin, distinguishing characteristics of structure, belief, or practice, and a comparison of it with what they have learned of early Christianity.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Compare the influence of Christianity in three Empires.	If possible allow a week for this assignment. 1. Divide the class into three sections. After library research have groups give presentations using a variety of techniques including reports, posters, maps, skits, overhead projector, opaque projector. The following three areas should be covered in each presentation: a. Influence of Christianity b. Extent of Empire c. Rulers and their alliances with the church

Charlemagne's Empire	Eastern Roman Empire (Byznatine)	Holy Roman Empire
Include Clovis (Merovingian line) Charlemagne (Carolingian line)	NOTE: Teacher may wish to include Beginnings of the Crusades (1095)	Otto the Great

2. View films:

<u>Charlemagne and His Empire</u> (1-10109)
<u>Charlemagne: Unifier of Europe</u> (1-10110)
<u>The Holy Roman Empire</u> (1-12527)

3. Read to class from <u>The Shaping of Western Society</u> (Holt) "The Life of Charlemagne" written by Einhard, one of his closest advisors. p. 60.

GOAL: THE STUDENT WILL ANALYZE MEDIEVAL FEUDALISM - THE REASON WHY IT CAME INTO BEING AND WHY IT EVENTUALLY FAILED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Medieval Society	A. Student will analyze problems of European people which made it necessary for a new type of political and economic system to develop.	1. Teacher will have a variety of books on the Medieval Period available in the classroom. Divide the class into three committees (social, political and economic) and spend at least one class period exploring feudalism from these three angles. Follow this up the next class period with a meaningful discussion. 2. Alternate reference: Medieval Society (Cornell U. Press) in paperback. 3. Students will discuss how people of the Middle Ages attacked two pressing problems (below) and will recognize how feudalism was the answer. Situation 1: Europe is being invaded by barbarians; Huns from the east, Norsemen from Scandinavia, Arabs, invading Spain. How could people protect themselves under the circumstances? Situation 2: The end of Roman peace brought an end to its trade which had supplied Europe with many goods from all over the Mediterranean World. How would they get goods and services under the circumstances?
	B. Student will identify Charlemagne's reign as an example of Medieval government.	1. Draw a map showing extent of the territory Charlemagne ruled. Discuss how the extent of his empire caused his government to be different from other medieval governments. 2. Read from The Shaping of Western Society (Holt) "Medieval Government: The Reign of Charlemagne" p. 58 and discuss critically.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Student will examine the structure of the Medieval Church.	1. Construct a diagram showing step-by-step the hierarchy of the church government from lowest to highest. 2. Add to the history notebook and define the following terms: diocese, parish, cloister, abbott, patriarch, tithe, heresy, canon law, excommunication, inquisition, Peace of God, Truce of God. 3. Read to the class from <u>The Shaping of Western Society</u> (Holt) "A Medieval Diocese," p. 70. 4. Possible discussion questions: a. What was the role of monasticism in Europe? b. Why did the popes of Rome become political as well as religious rulers? c. List some influences on and contributions to medieval society by the Medieval Church. d. Were these any drawbacks to the extent of church influence? Why was it so extensive?
	D. Student will list and describe characteristics of fixed classes of people in manorial system.	1. Draw a plan of a medieval manor including the church, Lord's castle, domain (or Lord's fields), Glebe (or land held by church), and land (belonging to peasants, serf huts). 2. Write a paper explaining why the manor was a self-supporting unit. 3. Read from <u>The Shaping of Western Society</u> (Holt): a. "A Contract Between a Villain and His Lord, 1307" p. 65 b. "How to Run a Manor" p. 65 c. "The Medieval Social System" p. 69 d. "A Peasant Family's Day" p. 72 e. "The Orders of Society" p. 70

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Alternate Reading in Paperback: Medieval People (Barnes and Noble). 5. Possible questions for discussion: a. What do we mean by social class? High and low status? Norms? b. Why didn't the feudal system begin at the same time everywhere? (Did the atomic age begin at the same time everywhere?) 6. Plan and give a skit depicting "Life on a Manor." Try to portray representatives from all the social classes. 7. Students might be interested in discussion which integrates the well-known legend of Robin Hood with feudal and manorial life.
	NOTE: THE FOLLOWING SECTIONS REFER TO DATES AFTER 1000 A.D. TEACHER MAY WISH TO INCLUDE IT AS PART OF THE MEDIEVAL STUDIES AS IT IS AN INTEGRAL PART OF THAT PERIOD.	
	E. Student will recognize that knighthood and chivalry set standards for conduct.	1. Investigate some of today's ideals of gentlemanly conduct that derive from the chivalric code of medieval days or whether the code of chivalry would be considered so chivalric today (class status as determinant of behavior). This discussion could lead into the origin of other aspects of "gentlemanly" behavior (such as walking on the street side, etc.) and what influence or significance "women's lib" will have on this. 2. Give a pantomine showing steps leading to the final knighting ceremony. 3. Investigate how the word chivalry was derived.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Show film: The Medieval Knights (1-12529) 5. Explain each term and how it related to knighthood: knight of the bath, knight of the sword, jousting, squire, page, tournament. 6. Have students describe their images of the "knight in shining armor" and the "luxurious" castles of his era, then inform them of the facts of castle living and that medieval suits of armor in museums are evidence that the average knight's height was just above 4 feet. Hypothesize problems of wearing armor.
	F. Student will observe that guilds were the outgrowth of trade and the development of towns.	1. Question for research: What were the likenesses and differences between medieval guilds and modern labor unions? 2. Questions for discussion: a. What effect did the development of towns have on the feudal system? b. What was the purpose of craft guilds, merchant guilds? c. Why were the guilds not only part of the town's economi life, but social and religious life, also? d. In what important way was the work of a medieval craftsman different from that of a workman today? e. What factors were responsible for the growth of new towns? Which of these causes would apply to the growth of modern towns? 3. Have the students draw a map showing the main routes of trade- land and sea - after commerce began to revive in Western Europe

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Differentiate between apprentice, journey man and master craftsman. Discover how the terms "masterpiece" and "just price" originated. 5. Interpret the meaning of a medieval proverb: "Town air makes a man free." 6. Read from The Shaping of Western Society (Holt) "The Merchant Guild of Lynn Regis" "The Hatters' Guild of London" and teacher will list specific items students remember from the readings about medieval guilds. Develop a discussion by grouping the items to bring about concept development.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

Student: Bowes, John C. The Human Achievement. Morristown, New Jersey: Silver Burdett Company, 1970.

Wallbank, T. Walter: Schrier, Arnold. Living World History. Glenview, Illinois: Scott-Foresman and Company, 1969.

Teacher: Good, John M. The Shaping of Western Society - An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1968.

II. ALTERNATE STUDENT AND CLASS MATERIALS:

A. Textual:

Ford, Richard B. Tradition and Change in Four Societies. New York: Holt, Rinehart and Winston, Inc., 1968.

Perry, Marvin. Man's Unfinished Journey. U. S. A.: Houghton Mifflin Company, 1971.

B. Audio-Visual:

1. Films

	Dade County No.
Ancient Greece, Coronet,	10' C, 1-04728
Ancient Rome, Coronet	10' C, 1-05152
Caesar, Julius: Rise of the Roman Empire, EBEC	22' C, 1-131014
Charlemagne and His Empire, Coronet	14' C, 1-10109
Charlemagne: Unifier of Europe, EBEC	13' C, 1-10110
Classical Civilization: Emperor and Slave: The Philosophy of Roman Stoicism, EBEC	29' C, 1-31199
Classical Greece: Aristotle's Ethics: The Theory of Happiness, EBEC	30' C, 1-31201
Classical Greece: Athens: The Golden Age, EBEC	30' C, 1-31197
Classical Greece: Greek Lyric Poetry, EBEC	30' C, 1-30920
Classical Greece: Plato's Apology: The Life and Teachings of Socrates, EBEC	30' C, 1-31195
Debt to the Past: Government and Law, MIS	18' C, 1-10170

II. ALTERNATE STUDENT AND CLASS MATERIALS: (Continued)

B. Audio-Visual

1. Films (continued)

	Dade County No.
The Holy Roman Empire, Coronet	14' C, 1-12527
The Medieval Knights, EBEC	22' C, 1-12536
Roman Life in Ancient Pompeii, Sutherland	16' C, 1-12522
The Roman Wall, Gateway	10' C, 1-04552
Rome: City Eternal	1-04671

(Note: Catalog numbers from Instructional Materials Catalog, Dade County Public Schools, Miami, Florida.)

2. Records

Alexander The Great. Columbia. Two 12 inch. 33 rpm.	4-40379
Julius Caesar. Columbia. Two 12 inch. 33 rpm.	4-40632

3. Filmstrips

Our Heritage from Ancient Greece. Guidance Associates of Pleaseantville, New York Subsidiary of Harcourt Brace and World, Inc.

Our Heritage from Ancient Rome. Guidance Associates of Pleansantville, New York, Subsidiary of Harcourt Brace and World, Inc.

4. Transparencies

World History: Greco-Roman Civilization, C. Nystrom	2-30103

C. Other: None

D. Supplemental pupil resources:

1. The following paperbacks are available from Dell Publishing, Inc. 750 Third Avenue, New York, New York 10017:

Barr, Stringfellow. The Will of Zeus. (Delta 9561-5) (Origins of Hellenic culture to death of Alexander).

Gibbon, Edward. The Decline and Fall of the Roman Empire. (Laurel 1879-3).

Graves, Robert. Greek Gods and Heroes. (Laurel Leaf 3975-9).

Fuller, Edmund. Plutarch: Lives of Noble Greeks. (Laurel 6938-3). (Nine of Plutarch's biographies)

Silhanek, David. Homer's Iliad and Vergil's Aeneid. (Laurel Leaf 1879-3).

2. Paperbacks from other publishing companies:

Baker, Archibald. A Short History of Christianity. Chicago: U. of Chicago Press (Phoenix), 1940.

Burn, Andrew. Pericles and Athens. New York: Collier Books, 1948.

Cardopina, Jerome. Daily Life in Ancient Rome. New Haven, Conn.: Yale U. Press, 1940.

Painter, Sidney. Medieval Society. Ithaca, New York: Cornell U. Press, 1951.

Power, Eileen. Medieval People. New York: Barnes and Noble, 1963.

3. Books:

Caldwell, Taylor. A Pillar of Iron. New York: Doubleday, 1965.

Great Books of the Western World. Chicago: Great Books. (Selected Volumes from a series.)

III. Teacher Reference Materials

Buehr, Walter. Knights and Castles and Feudal Life. Putnam, 1957.

Burn, Andrew R. Alexander the Great and the Hellenistic Empire. Rev. ed. Collier.

Bury, John B. A History of Greece. 3rd ed., St. Martin's, 1951.

Cary, Max. A History of Rome: Down to the Reign of Constantine. 2nd ed. St. Martin's, 1954.

Chubb, Thomas C. The Byzantines. World Publishers, 1959.

Coolidge, Olivia. Men of Athens. Houghton, 1962.

Coolidge, Olivia. Roman People. Houghton, 1959.

Deansely, Margaret. A History of Early Medieval Europe. 2nd ed. Barnes and Noble, 1960.

Duggan, Alfred. Julius Caesar. Knopf, 1955.

Gunther, John. Julius Caesar. Random House, 1959. (World Landmark Books).

Johnston, Mary. Roman Life. Scott-Foresman, 1957.

Quennell, Marjorie and Quennell, Charles. Everyday Things in Ancient Greece. 2nd ed. Putnam, 1954.